El Camino Community College

PROGRAM REVIEW 2019

Behavior and Social Sciences

History Department

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SECTION 1
Overview of the Program

A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves. Also include in this section any program highlights and/or accomplishments, as well as the most critical needs of the program.

Mission Statement: The History Department, part of El Camino College's Behavioral and Social Sciences Division (BSS), offers a comprehensive curriculum that is designed to expose students to the diversity and complexities of the human past, to engage students in the historian's craft and research methodology, to provide students with the essential knowledge and critical skills needed for the successful study of history at four-year institutions and to cultivate student awareness of the many applications of the study of history.

History Department faculty offer ECC students a strong and diverse curriculum that cover national, world, ethnic, and women's histories. We also offer courses in American Studies as well as Ethnic Studies courses that look at African Americans, Asian Americans, Chicanos/as and Native Americans.

The department has shown growth in enrollments. Between the Fall 2014 semester through Spring 2018 semester, 28,415 students enrolled in history department courses (includes Ethnic and American Studies courses). This is up from the 22,418 students enrolled in courses during our previous program review period of Fall 2010 through Spring 2014. In the ACADEMIC YEAR 2017/2018, the department served the following numbers of students:

History:	6019
Ethnic Studies:	606
American Studies:	267
Total:	**6892**

Enrollments for ACADEMIC YEAR 2018/2019 and F2019 remained strong. As our data indicate below in this report, **our success and retention rates have been improving** because of recent hires who are committed to equity minded pedagogy and through the new approaches in the classroom related to our work in Student Equity Reimagined (SER).

All courses offered by the History Department instruct students in the skills of historical thinking and emphasize reading, writing, and critical thinking. These academic skills provide students with a solid foundation to continue the study of history or another academic degree at a four-year institution. These skills provide students with the kinds of liberal arts skills employers want in their workers.[1] And the content and critical thinking skills students learn in our classes are those needed for being informed global citizens.

To be sure, the percentage of history majors who become professional historians is low. Instead, some history majors go on to become librarians, businesspersons, writers, archivists, researchers, politicians and even entertainers. Many history majors point to their training in history as the starting point for their success. Indeed, historical study plays an important part in fostering intellectual development as well as instilling

[1] Margaret Loftus, "Liberal Arts Colleges Cater to Employers' Needs," *U.S. News*, September 14, 2017. https://www.usnews.com/education/best-colleges/articles/2017-09-14/liberal-arts-colleges-cater-to-employers-needs; Derek Newton, "It's Not Liberal Arts and Literature Majors Who are Most Underemployed," *Forbes*, May 31, 2018, https://www.forbes.com/sites/dereknewton/2018/05/31/its-not-liberal-arts-and-literature-majors-who-are-most-underemployed/#7a6d95f811de; Fareed Zakairia, *In Defense of a Liberal Arts Education* (Simon and Shuster, 2015).

valuable career skills in research, writing, critical thinking and problem solving, argumentation and documentation.

History majors also go into teaching and currently the market for teachers in primary and secondary schools is strong.

The rigorous research and writing requirements asked of history majors also offer excellent preparation for careers in journalism, law, public relations, technical writing, fundraising, administration, and government service. Recent trends in medical and business school admissions suggest that professional schools are looking for students with training in humanities and social sciences.[2]

El Camino College's History Department currently has eight full-time faculty members and 15 adjunct faculty members. In addition to our teaching, we remain active in three key areas.

First, many FT/PT faculty are engaged in campus and state-wide efforts to ensure student success and equity in the classroom. The most significant project related to this is Student Education Reimagined (SER). Led by Jason Suarez, the program has included faculty workshops and training, student cohorts, and a website. Some of these efforts have included working with USC and UCLA. To cite just two examples, we had Jason Suarez at the USC Center for Urban Education and Orion Teal at the UCLA Excellence in Pedagogy and Innovative Classrooms (EPIC) Program for Digital Humanities. Our faculty have also been active in programming on campus for Native American, Chicano/a, and African American months and coordinating events off campus, from student field trips to movie nights.

Xocoyotzin Herrera has with Argelia Andrade (Spanish) built up a rich and increasingly popular study abroad program to Spain.

Second, our faculty are active doing service for the campus. History faculty are well represented on division and campus committees from curriculum committee and enrollment management to senate. We have participated in equity, guided pathways, AB705, and meta major workshops and planning committees. We have also done work at the regional and state level.

Third, history faculty have been active in our discipline through publishing scholarly articles and books, doing public history such as exhibits, museum work, and events in our communities, and making and contributing to documentaries. In these areas, we have:

Arthur Verge did guided tours with movies at the Old Town Music Hall in El Segundo, presented a paper entitled "George Freeth: California's Forgotten Hero" at "The Culture and History of Surfing" conference at SDSU, and did a public presentation to an audience of over 150 (see *Daily Breeze*) at the Redondo Beach Library on the centenary of Freeth's passing. He also worked with KCET's television program "Lost L.A." to bring his research on Freeth to open and inform an episode.

Xocoyotzin Herrera continued to produce music for movie soundtracks.

Daniel Walker was the lead for the "How Sweet the Sound: Gospel Music in Los Angeles" exhibit at the California African American Museum and was the writer/director/producer of "How Sweet the Sound: Gospel Music in Los Angeles," a full-length documentary that ran on PBS series Artbound.

Sandra Uribe worked on a Smithsonian Latino Baseball History Project.

John Baranski published a book, *Housing the City by the Bay: Tenant Activism, Civil Rights, and Class Politics in San Francisco*.

[2] Kim McGrath, "So Your Doctor Majored in History?" September 18, 2013. https://news.wfu.edu/2013/09/18/so-your-doctor-majored-in-history; Julie Rovner, "A Top Medical School Revamps Requirements to Lure English Majors," May 27, 2015. https://www.npr.org/sections/health-shots/2015/05/27/407967899/a-top-medical-school-revamps-requirements-to-lure-english-majors; For a data based article, see Paul Sturtevant, "History is Not a Useless Major: Fighting Myths with Data," April 1, 2017. https://www.historians.org/publications-and-directories/perspectives-on-history/april-2017/history-is-not-a-useless-major-fighting-myths-with-data

We belong to professional associations at the state and national level: the L.A. History and Metro Studies Group, California Historical Society, Labor and Working-Class History Association, Organization of American Historians, and American Historical Association.

Current needs: The most critical need for our department is to fill two faculty positions. Because of retirements, and the promotion of Dr. Chris Gold (HIST) to Dean of BSS, we are in immediate need of two F/T faculty, a U.S. historian and a World historian. A third F/T faculty member by 2022/23 (either U.S. or World) would strengthen the department's impact on and off campus and would help El Camino College meet its contractual obligation to have 75% of its courses taught by full time faculty. In this program review, and in the annual competitive process for F/T positions, we will make the case for why these positions are needed to meet the needs of our students and be in line with our very best peer institutions, especially in offering classes that cover the non-North America parts of the world.

B) Describe the degrees and/or certificates offered by the program.

The History Department currently offers an Associate of Arts Degree in History. The degree provides students with a foundation in the science of historical inquiry. After completing the program requirements, students gain an understanding of the methodologies and schools of interpretation utilized by historians to study the past. Students will also demonstrate knowledge of the primary cultural, economic, intellectual, political, social and diplomatic institutions of the United States and the world. Competencies are assessed through the evaluation of student papers, projects, essays and examinations. The Associate of Arts degree in History requires that students complete 60 degree-applicable units.

Along with the Associate of Arts Degree, the History Department also offers an Associate of Arts Degree for Transfer (AA-T). This degree is in compliance with the Student Transfer Achievement Reform Act (Senate Bill 1440), now codified in California Education Code sections 66746-66749 and guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer," a variation of the associate degrees traditionally offered at a California community college. Upon completion of the AA-T degree, the student is eligible for transfer with junior standing into the CSU system. Students will be given priority consideration when applying to a particular program that is similar to the student's community college area of emphasis. The AA-T degree in History requires the following:

1. Completion of 60 semester units that are eligible for transfer to the California State University.
2. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
3. A minimum of 18 semester units in a major or area of emphasis.
4. Obtainment of a minimum grade point average of 2.0.
5. A grade of "C" or better in all courses required for the major or area of emphasis.

Since 2015, the History Department has also offered an Associate of Arts Degree in Ethnic Studies. The degree in ethnic studies provides students with an interdisciplinary foundation for the study of American ethnic groups. The degree can be earned in a single ethnic subject category or in the combined American cultures option. The curriculum incorporates a range of cultural, historical, political, and sociological methodologies that provide students with a theoretical framework for analysis of the contributions, role and major issues of African Americans, Asian Americans, Chicanos, and Native Americans. Students will apply these theoretical perspectives to analyze socioeconomic and political factors that confront ethnic minorities as they interact with the majority society. Competencies will be assessed through examinations, essays, research papers, and directed projects.

1. Completion of 60 semester units that are eligible for transfer to the California State University.

2. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
3. A minimum of 21 semester units in a major or area of emphasis.
4. Obtainment of a minimum grade point average of 2.0.
5. A grade of "C" or better in all courses required for the major or area of emphasis.

In addition, the History Department course offerings are part of the menu of choices that students can select from to earn an A.A. degree in General Studies with an Arts and Humanities emphasis and a Social and Behavioral Sciences emphasis. As stated in the college catalog, these areas of emphases may be useful for students interested in possible career paths in fine arts, education, administration, business, public service, history, social work, library science, economics or social policy.

All courses offered by the History Department have been articulated for transfer credit with the University of California (UC) system and the CSU system. They have also been approved for placement in both the Humanities and the Social Sciences area of the Intersegmental General Education Transfer Curriculum (IGETC) and the California General Education Breadth pattern. Several United States history offerings have been approved to satisfy the CSU Historical Development of American Institutions and Ideals graduation requirement. The History Department maintains a close collaboration with the Articulation Office to ensure articulation of history courses with lower division major preparation courses required at UC, CSU and selected California private and out-of-state institutions.

C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

STRATEGIC INITIATIVES

1. Student Learning:

The History Department faculty has participated in numerous workshops on infusing technology into the classroom to better meet the needs of diverse student populations. Classroom lectures and lesson plans (face to face and online) are designed for different kinds of learners and are ADA compliant. More and more, History faculty have been trained/certified for online teaching and the use of Canvas. In 2015, Jason Suarez (with original support from former BSS Dean Gloria Miranda and Dean of Student Support Services Idania Reyes and continued support from BSS Dean Christina Gold) launched Student Education Reenvisioned (SER) to address equity gaps and improve student retention and success. (see below) This initiative engages faculty from BSS and other divisions through readings, discussions, a website, workshops, and learning communities. SER faculty continue to explore new ways of teaching and learning in the classroom.

2. Student Success and Support:

The History Department continues to promote and support its relations with student support services and programs that focus on student equity, success and retention. These include, but are not limited to, the First Year Experience Program (FYE), SER, Project Success, Student Equity Program, Reading Success Center, Writing Center, Counseling and Transfer Services. We also work with the Honors Transfer Program (HTP).

The First Year Experience program is designed to prepare students for academic success and to help them in selecting the career paths through high impact practices. The History Department regularly works closely with FYE by making designated courses a part of this educational program's learning communities. Learning communities create a social learning system that deepens the bond and commitment of cohort participants to learning, academic goal achievement and a multi-faceted approach

to knowledge construction. Through learning communities, faculty also emphasize leadership and teamwork efficacy.

Student Equity Reenvisioned (SER) is a Behavioral and Social Sciences Division and Student Equity Program initiative at El Camino College that addresses disproportionate impact and student equity by providing faculty with frameworks for creating culturally sensitive learning environments. SER faculty strive to create learning environments that have adopted equity-minded curriculum design. Rather than focusing only on traditional student developmental theory and practices, SER addresses the equity gap from an organizational learning theory framework that moves faculty to re-evaluate how their teaching methods, their view on student learning, their assignment design and their content delivery may be contributing to the equity gap. To accomplish this objective, SER faculty engage in the following

1. Unpack disaggregated course completion data to identify equity gaps.
2. Engage the data through an equity-minded inquiry approach.
3. Design equity-minded content, assessments and delivery systems.

This approach redirects focus from student characteristics as the root of unequal educational outcomes to an approach that will examine the structural and cultural obstacles that may prevent courses from achieving equitable educational outcomes for all student demographic groups.

The **Student Equity Program** is a response to a state initiative seeking to increase "access, course completion, ESL and basic skills completion, degrees, certificates and transfer for students that may be impacted by issues of equal opportunity." In an effort to address disproportionate impact in its courses, the History Department collaborates with the Student Equity Program to develop a holistic program of study that will produce equitable educational outcomes. This program will subscribe to non-cognitive pedagogical practices that integrate the affective domain, implement high impact practices, apply equity-mindedness to course redesign, facilitate an integrative and applied learning experience and bring organization learning theory to the classroom level.

Along these lines, members of the History Department regularly work with programs and projects (FYE, SER, Project Success, etc.)

The **Reading Success Center** is designed to support all El Camino College students with their reading course load and to create an extension of the classroom. History Department faculty regularly uses this center as a means to bolster reading skill sets and strategies for potentially at- risk students. The History Department has also designed a program level student learning outcome intervention that will further integrate this program into gatekeeper history courses with the objective of improving student success.

The **Writing Center** offers "every El Camino College student one-on-one assistance with writing a college essay." History Department faculty regularly uses this center as a means to bolster writing skill sets and strategies for potentially at-risk students.

Counseling Services and Transfer Services assist students in choosing a major and provide academic counseling top ensure academic goal success by helping students develop an education plan. History Department faculty, fully aware of state requirements that all students have a Student Education Plan on file, regularly refer students to this service to ensure success in degree attainment and transfer.
It is the History Department's conclusion that the collaboration between Academic Affairs and Student Support Services areas is critical to the success of students.

3. Collaboration:

History faculty meet regularly to address issues relevant to the department, the Behavioral and Social Sciences Division, and the college. We are well represented on campus committees and initiatives—Faculty Senate, Enrollment Management, Meta Majors/Guided Pathways, Curriculum Committee, and search committees, to name just a few. History faculty support student clubs by serving as advisors and we regularly bring in guest speakers and host student workshops on transferring and careers in history and ethnic studies. In addition, history department members have facilitated faculty professional development

workshops, presented at academic and teaching conferences, and have taught in study abroad programs (most recently in Spain). History faculty have participated in and/or organized events for African-American History Month, Celebration of Chicano Culture, and Native American History Month. History Faculty also have worked with faculty at other campuses on strategies to infuse equity into the classroom.

4. Community Responsiveness:

History faculty often discuss with students ways for them to do internships and service learning opportunities with community organizations. We also design our programming to best serve the campus and surrounding communities' needs by offering classes online and during late afternoon and evening time slots.

5. Institutional Effectiveness:

The History Department's effort to increase student success and address student equity is a result of its analysis of internal and institutional assessments. The History Department's program review has served and continues to serve as a roadmap for addressing the challenges faced at the departmental, division and institutional level. We remain committed to ensuring our classes and program meet high standards of rigor, integrity, and disciplinary standards. And we are committed to addressing student equity in the classroom.

6. Modernization:

History Department faculty currently teach in smart classrooms with the following technology to address diverse learning styles: presentation media stations that integrate a desk computer, digital document camera, video player, laptop connection, audio amplifier, media switcher, and lavaliere microphone. All systems are connected to a wide screen format multimedia projector. In addition, Utelogy AV Control System has been adopted to administer and implement this array of presentation resources. Campus-issued computers to faculty and SOCS classroom computers are showing their age and need to be refreshed.

D) Discuss the status of recommendations from your previous program review.

1. **Recommendation:** (Analysis of Research Data) Develop a Learning community-based program of study that will integrate traditional student developmental theory and practices with organizational learning theory and practices. The addition of organizational learning theory will move BSS away from a student characteristics approach as the root of unequal educational outcomes to an approach that will examine "the structural and cultural obstacles" that prevent general education courses offered in BSS from achieving equitable educational outcomes for all demographic groups.
   Status: Ongoing
   Notes/Comments: Jason Suarez's work on SER has started this work and it is ongoing.

2. **Recommendation:** (Analysis of Research Data) Develop a series of workshops to instill in history faculty an equity mindedness approach to teaching.
   Status: Ongoing
   Notes/Comments: Jason Suarez's work on SER has started this work and it is ongoing.

3. **Recommendation:** (Analysis of Research Data) Coordinate with the Reading Success Center to develop interventions that will specifically meet the reading needs of students enrolled in history courses. These interventions will focus on how to effectively read and analyze textbook content, scholarly article content and primary source content.
   Status: Ongoing
   Notes/Comments: Connected and have worked with Reading Success Center.

4. **Recommendation:** (Analysis of Research Data) Link high enrollment courses with low student completion rates with Human Development 10: Strategies for Creating Success in College and in

Life. Human Development 10 will serve as a foundational course for student's whose academic skillsets and motivation need bolstering. The collaborative effort with the Human Development Department will provide students enrolled in history courses additional support for college success.
Status: Ongoing
Notes/Comments: We have paired our courses with HDEV courses and may do more.

5. **Recommendation:** (curriculum)The History Department will seek to increase the number of evening course offerings and online course offerings to ensure that the core history courses needed for completing the Associate Degree for Transfer are offered.
Status: Ongoing
Notes/Comments: Department has offered more night classes, though world history offerings are down due to staffing cuts.

6. **Recommendation:** (curriculum) The History Department will work more closely with its faculty, with academic counseling and the transfer center to ensure that the AA-T in history is promoted to students seeking to transfer to the CSU system.
Status: Completed
Notes/Comments: We worked closely with our counselor Cheryl Kroll. Jason Suarez updated our transfer materials, which are now clear for students to understand.

7. **Recommendation:** (Assessment and SLOs) Coordinate with the Reading Success Center to develop interventions that will specifically meet the reading needs of students enrolled in history courses.
Status: Ongoing
Notes/Comments: Connected with the center and coordinated services and programs classes

8. **Recommendation:** (Assessment and SLOs) Link high enrollment courses with low student completion rates with Human Development 10: Strategies for Creating Success in College and in Life. It is a UC and CSU transferable course. This intervention will require consultation and coordination with our division dean, the Human Development department and scheduling.
Status: Ongoing
Notes/Comments: We have paired our courses with HDEV courses and may do more.

9. **Recommendation:** (Analysis of student feedback) Integrate Threshold Concept learning theory into courses offered by the History Department. Developed as a learning theory by Jan H.F. Meyer and Ray Land, threshold concepts "represent a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress." Threshold Concepts are not content knowledge or core concepts, but instead are ways of thinking that are particular to disciplines and academic cultures. The implementation of threshold concepts allows instructors to determine the places in their courses where students are experiencing difficulties. In essence, threshold concepts decode the discipline of study for the student by identifying procedural and epistemological student bottlenecks that impact mastery of basic material
Status: Ongoing
Notes/Comments: Through SER, department conversations, and our lesson plans, nearly all history faculty integrate Threshold Concepts into our classrooms. New P/T and F/T faculty are encouraged to use this strategy in their classrooms.

10. **Recommendation:** (Analysis of student feedback) Develop a series of workshops to instill in history faculty an equity mindedness approach to teaching.
Status: Ongoing
Notes/Comments: We have done many workshops and plan to continue this work through SER.

11. **Recommendation:** (Analysis of student feedback) Coordinate with the Reading Success Center and the Writing Center to develop interventions that will specifically meet the reading and writing needs of students enrolled in history courses.

Status: Completed
Notes/Comments: Worked with both centers during period of review.

12. **Recommendation:** (Analysis of student feedback) Link high enrollment courses with low student completion rates with Human Development 10: Strategies for Creating Success in College and in Life.
Status: Ongoing
Notes/Comments: We have paired our courses with HDEV courses and may do more.

13. **Recommendation:** (Analysis of student feedback) Collaborate with El Camino College's Peer Assisted Study Session Program (PASS). The function of PASS Mentors "is to assist students with course content in the classroom and in the PASS sessions." PASS Mentors meet on a weekly basis with instructors "to discuss specific issues, content or directed activities to be covered in PASS sessions [and] to discuss the specific challenges students are having with the course content."
Status: Ongoing
Notes/Comments: We have used many PASS mentors in the last several years, mostly in SER classes. Will continue to do so in future because of the benefits.

14. **Recommendation:** (Facilities and Equipment) Faculty will continue to communicate to the dean maintenance concerns as they relate to facilities and equipment
Status: Completed
Notes/Comments: No specific needs at the time of the 2019 Program review.

15. **Recommendation:** (Technology and Software) Replace faculty issued computers and classroom computers with newer models.
Status: Completed faculty computers in 2015/16; but it is time to refresh computers.
Notes/Comments: Completed.
16. **Recommendation:** (Staffing) The History Department needs to hire a new full-time faculty position in United States history because of a faculty retirement in the Spring 2016. Total estimated cost: $100,000.
Status: Completed
17. **Recommendation:** (Staffing) The History Department needs to hire a new full-time faculty position in World history because of a faculty retirement in the Spring 2016. Total estimated cost: $100,000.
Status: Not completed.
Notes/Comments: We still need to hire a world historian.
18. **Recommendation:** (Future Direction and Vision) Continue the development of Ethnic Studies, American Studies and Women's Studies as programs to further enhance the History Department's diverse course offerings.
Status: Ongoing
Notes/Comments: We continue to develop courses to contribute to Ethnic Studies and Women's studies programs. American Studies will not be developed into a program.

19. **Recommendation:** (2016 Priority Recommendations) History Department needs to hire a new full-time faculty position in United States history because of a faculty retirement in the Spring 2016. Total estimated cost: $100,000.
Status: Completed
Notes/Comments: But we are still down two U.S. historians due to retirements and Dr. Chris Gold (U.S. historian) becoming Dean of BSS.
20. **Recommendation:** (2016 Priority Recommendations) History Department needs to hire a new full-time faculty position in World history because of a faculty retirement in the Spring 2016. Total estimated cost: $100,000.
Status: Not completed
Notes/Comments: We still need to hire a world historian.
21. **Recommendation:** (2016 Priority Recommendations) The History Department will explore implementing a learning community based program of study that integrates into

disproportionately impacted history courses support services, faculty trained in equity-mindedness, high impact practices and academic mentors to help close the achievement gap experienced by African-American and Latino students. Through this recommendation it is the History Department's goal to provide these students with a culturally sensitive learning environment where content mastery and college readiness are facilitated and re-enforced throughout the semester and where faculty implement interventions that will specifically address the barriers that African-American and Latino students are experiencing in course completion through engagement, relevance, coherence and equity. Total estimated cost: $12,000 for academic mentors.

Status: Ongoing

Notes/Comments: SER is making this work happen.

SECTION 2
Analysis of Research Data

A) Head count of students in the program

Between the Fall 2014 semester through Spring 2018 semester, 28,415 students enrolled in history department courses (includes Ethnic and American Studies courses). This is up from the 22,418 students enrolled in courses during our previous program review period of Fall 2010 through Spring 2014. Enrollments for ACADEMIC YEAR 2018/2019 and F2019 remained strong.

B) Course grade distribution

The following data provides the History Department's grade distribution between Fall 2015 semester through Spring 2018 semester. *No anomalies were uncovered when conducting a review of individual courses grade distributions.

HISTORY

A	9788
B	5144
C	3247
D	998
F	2269
W	3257
Total	**24703**

ETHNIC STUDIES

A	1434
B	336
C	177
D	46
F	251
W	244
Total	**2488**

AMERICAN STUDIES

A	547
B	234
C	134
D	37
F	108
W	96
Total	**1156**

C) Success rates

Discuss your program's success rates, addressing any issues of student equity and how your program is addressing any performance gaps. Describe any demographic success characteristics and set a success standard for your program.

The average success rate for students enrolled in our courses between Fall 2014 through Spring 2018 can be broken down as follows:

American Studies courses: 76.5%
Ethnic Studies courses: 77.9%
History courses: 76.3%

Our success rate across the three kinds of courses was higher from Fall 2014 through Spring 2018 than the campus average, which stood at 71.6%. One other takeaway from the data is that our success rate has steadily improved during this time period for all groups, though African American, Pacific Islander, and Latinx students continue to have a success gap. For example, African American student success in 2014/2015 history courses was 59.1%, by 2017/18 it was 71.7%. Latinx student success in this era rose from 68.5% to 71.9%. By comparing these figures, it is clear that improvements were made but equity gaps still exist. To make up these gaps, and to account for the overall improvements, history faculty have embraced the ideas embodied in SER and focused on hiring and training faculty committed to equity. To boost our success rate of all students in the future, and address equity gaps, we will do the following:

1. Continue to work on and through SER, which combines data analysis, theory and practice in addressing equity gaps in the classroom. This includes SER trainings (workshops and online) and ensuring faculty stay current in best classroom practices.

2. We are fully aware of the importance of hiring the right faculty, F/T and P/T, who are equity minded. As a department, we are committed to use the interview process to ensure we hire faculty who are committed to equity and student success and retention.

D) Retention rates - *if applicable, include retention based on placement method*

The average retention rate for students enrolled in our courses between Fall 2014 through Spring 2018 can be broken down as follows:

American Studies courses: 89.5%
Ethnic Studies courses: 91.8%
History courses: 88.3%

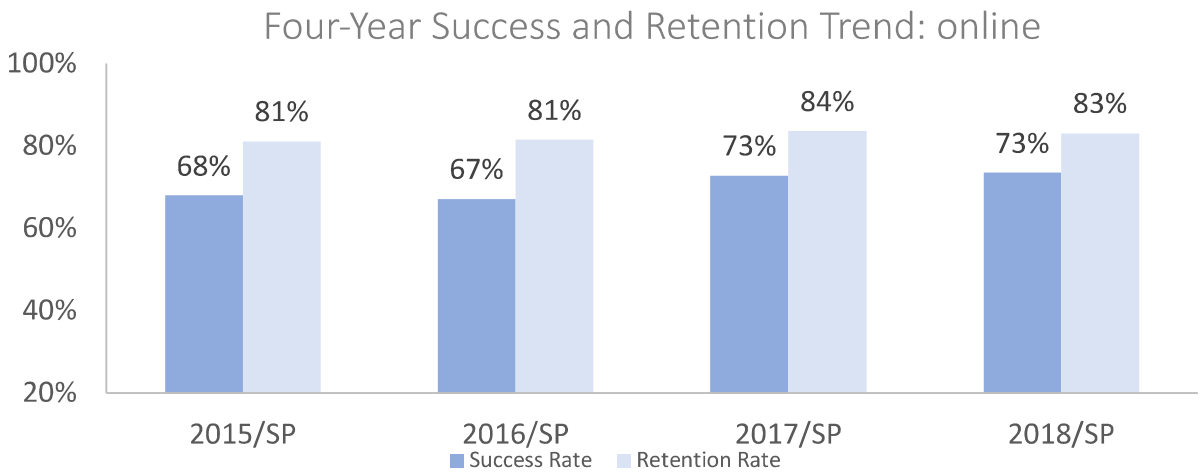
Our retention rates across the three kinds of courses was higher from Fall 2014 through Spring 2018 than the campus average, which stood at 84.1%. One other takeaway from the data is that our retention rate has steadily improved during this time period, though African American, Pacific Islander, and Latinx students continue to have a retention gap. To boost our retention rate in the future for all students, and address these equity gaps, we will do the following:

1. Continue to work on and through SER, which combines data analysis, theory and practice in addressing equity gaps in the classroom. This includes SER trainings (workshops and online) and ensuring faculty stay current in best classroom practices.

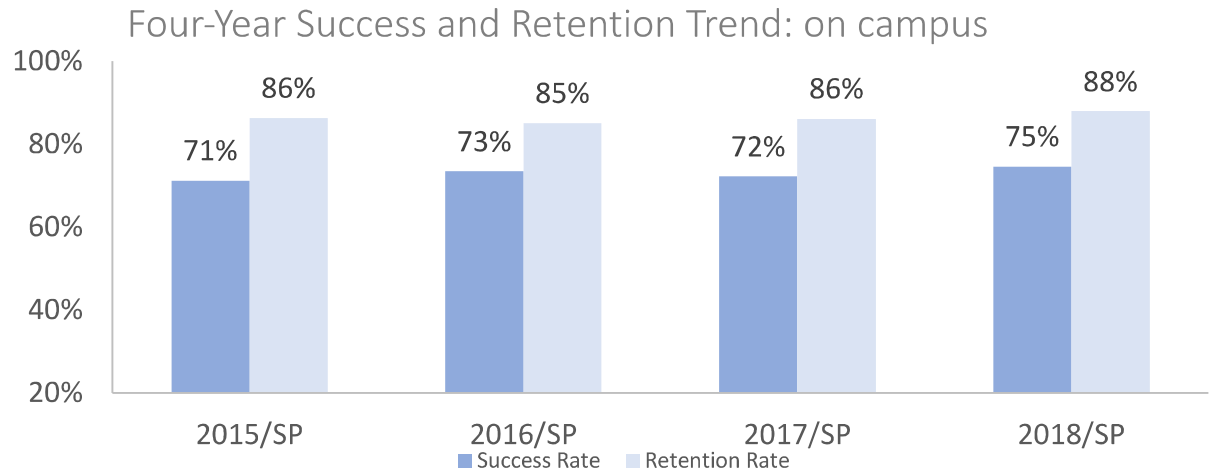
2. We are fully aware of the importance of hiring the right faculty, F/T and P/T, who are equity minded. As a department, we will through the interview process ensure we hire faculty who are committed to equity and student success and retention.

E) A comparison of success and retention rates in face-to-face classes with distance education classes

The average success and retention rate for distance education classes offered by the History Department has shown steady improvement from 2015 to 2018. Importantly, we have not offered Ethnic Studies courses online and only two American Studies courses online, so data will be for online history courses. For example, we have the following in online history courses:



We have the following data for on campus history classes:



The data show improvement in both retention and success for both formats, in part because of the dedication of history faculty teaching online courses, but there is still a gap between online and on campus courses. That gap follows trends at the campus and state level. It is also reflected in our student survey that showed that less than 10% of students have interest in online history courses because online courses for the majority of students are a less popular and effective format than face to face classes.

History faculty are concerned about safeguard measures to ensure the enrolled student in an online course is the actual student doing the academic work. We are also concerned about the rigor of AP courses and giving course credit at the 3 level.

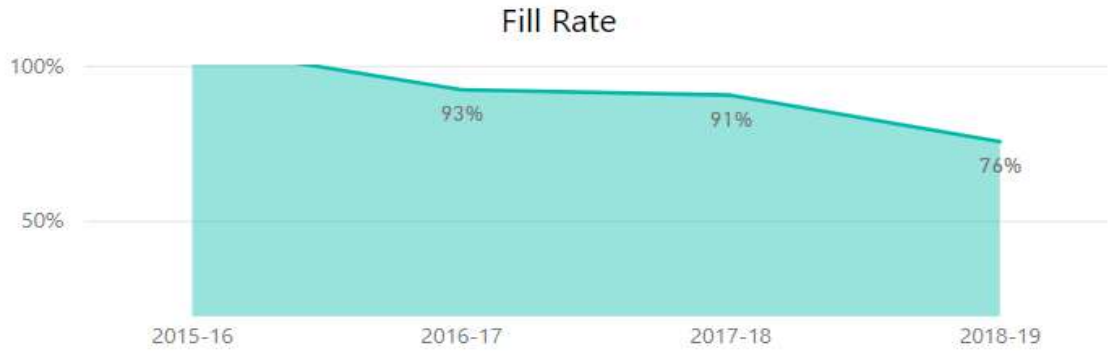
One other area of concern is the rapid expansion of Dual Enrollment courses in our high schools. Although we understand the motivations behind this expansion, we are concerned about both the working/teaching conditions and the rigor in this program. We will monitor the program during the next review cycle.

F) Enrollment statistics with section and seat counts and fill rates

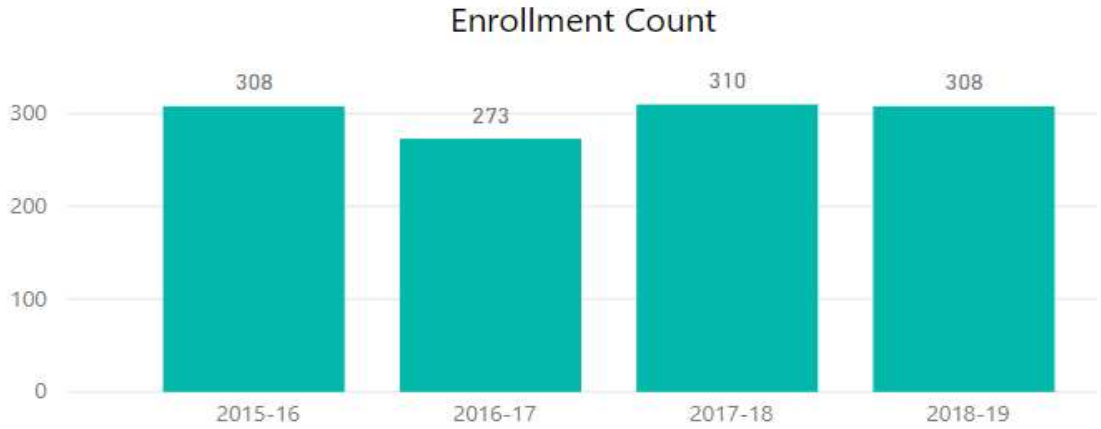
The History Department's average fill rates were (are) very strong from 2014 to 2018 and generally followed the enrollment trends at the college. Here are the percentages for History, American Studies, and Ethnic Studies courses.

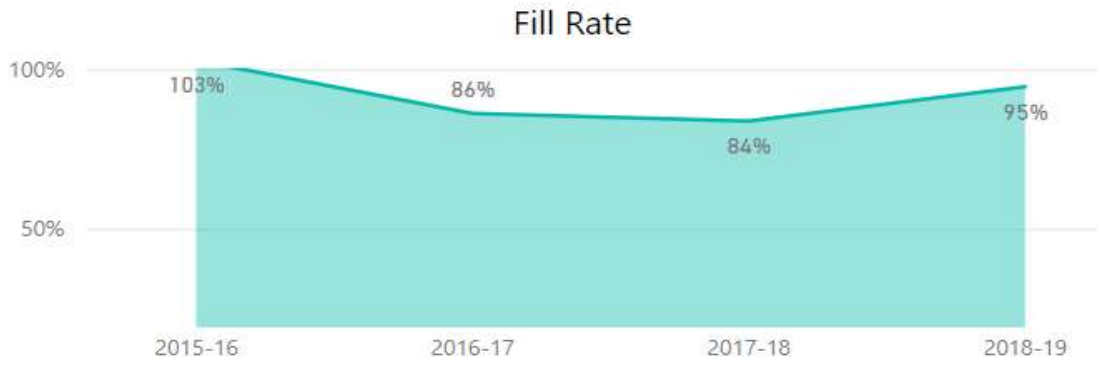
HISTORY (Fall terms)

AMERICAN STUDIES (Fall terms)



ETHNIC STUDIES (Fall terms)



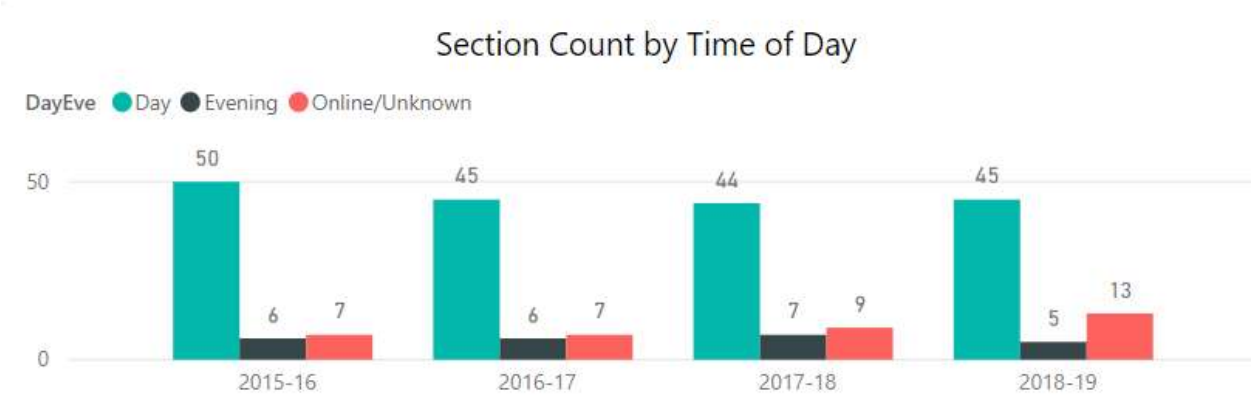


One observation about this data is that our fill rates are based on classes with 45 student caps. Other departments can fill their classes more easily because they have lower caps.

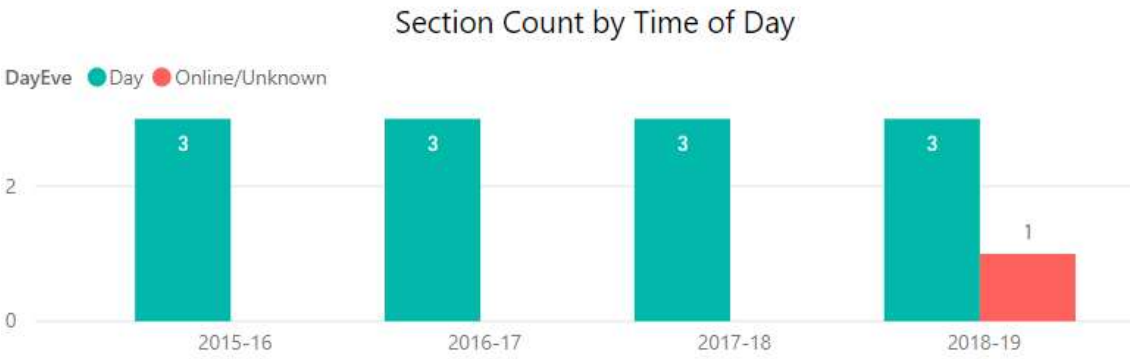
G) Scheduling of courses (day vs. night, days offered, and sequence)

The History Department makes its diverse curriculum accessible on a variety of week days and evenings. Most courses are offered during the day during prime time, including Fridays. We have offered more courses at night to meet the needs of students who have family and work obligations during the day.

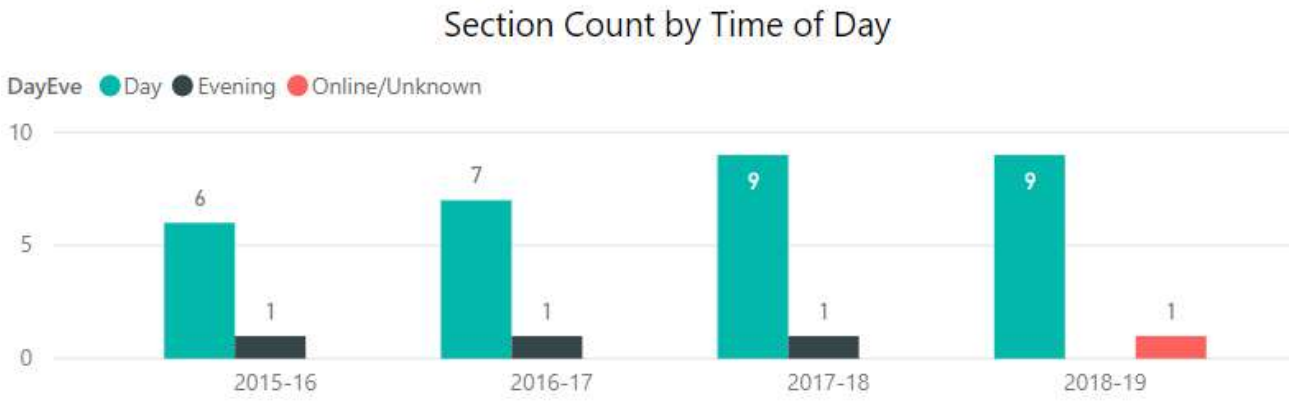
HISTORY (Fall terms)



AMERICAN STUDIES (Fall terms)



ETHNIC STUDIES (Fall terms)



Currently, the History Department ensures that the courses required for the AA-T degree in History and core transfer courses for history majors are offered every semester. World history courses across days and times are sometimes difficult to offer because we have lost a F/T faculty with expertise in teaching world history. Elective course offerings will be increased by the History Department whenever budget allows.

H) Improvement Rates (Course success by placement method, if applicable)

Not applicable as there is no prerequisite requirement for history courses.

I) Additional data compiled by faculty.

None compiled.

J) Enumerate any related recommendations.

1. Continue to work on and through SER, which combines data analysis, theory and practice in addressing equity gaps in the classroom. This includes SER trainings (workshops and online) and ensuring faculty stay current in best classroom practices. And it includes being intentional in hiring the right faculty, F/T and P/T, who are equity minded. As a department, we will through the interview process ensure we hire faculty who are committed to equity and student success and retention.

2. Continue to offer classes at "non-traditional" times and days and formats, including online. We also want to offer more hybrid courses to meet the needs of our students.

3. Closely monitor the Dual Enrollment program for both working/teaching conditions and academic rigor. Similarly, continue department discussion about raising the exam score to 4 from the current 3 for granting students for Advanced Placement History exams. History department faculty have concerns that the scoring of AP exams is not consistent or rigorous enough to ensure that students receive the same kinds of skills that are found in our program.

SECTION 3
Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

*In compliance with accreditation standards and articulation requirements, the History Department has a six-year course review timeline. Please see Appendix.

B) Explain any course additions to current course offerings.

As an effort to build our Ethnic Studies program, we added the following courses:

Ethnic Studies 1 Introduction to Ethnic Studies
Ethnic Studies 3 The Chicano in Contemporary U.S. Society

Ethnic Studies 5 Chicano Culture

C) Explain any course deletions and inactivations from current course offerings.

Because we lost full time instructors with expertise in world history, and have been unsuccessful hiring part time instructors with such expertise, we have inactivated the following courses during this review period:

History 143 20th Century World History
History 145 History of World Religions
History 162 History of Early Britain
History 163 History of Modern Britain
History 175 History of Asian Civilizations to 1600
History 176 History of Asian Civilizations from 1600 to the present
History 178 History of China
History 183 Introduction to African History, prehistory to 1885
History 184 Introduction to African History, 1885 to the present

As can be seen, the cuts have eviscerated courses that focus on the history of billions of people of the world. We believe El Camino students are poorer, intellectually speaking, because of these cuts.

The history department would like to offer courses about the world to our students. It is important for students of all majors to learn about the complex world in which we live to foster understanding and prepare them for their lives as citizens and workers. Based on our student survey, there is strong interest in history courses beyond the Americas. For this reason, the department continues to request a replacement faculty member who has expertise in world history. Part-time faculty with expertise in world history have been difficult to hire in this last program review cycle despite conducting searches.

D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

The history Department offered the following courses in distance education from 2014-2018:

American Studies 7: 2 sections
History 101 United States to 1877: 10 sections
History 102 United States since 1877: 14 sections
History 140 Early civilizations: 6 sections

We have steadily expanded our online course offerings. We would like to incorporate hybrid classes because we believe they offer the best features of both traditional classes and online classes and a much higher level of accountability of students than online courses.

E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

1. **Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**

The History Department offers the core history courses needed to fulfill the AA and AA-T requirement during daytime time slots. History 140 and 141 are not always offered every semester in the evening and online, often because of staffing shortages. We are requesting a World History position to help ensure these classes get taught.

2. **Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

There are no concerns at this time. All courses offered by the History Department have been articulated for transfer credit with the University of California system and the California State University system. They are also part of the History AA-T. Our courses have also been approved for placement in both the Humanities and Social Sciences area of the Intersegmental General Education Transfer Curriculum (IGETC) and the California General Education Breadth pattern. In addition, several of the United States history offerings have been approved to satisfy the CSU Historical Development of American Institutions and Ideals graduation requirement. As always, the History Department maintains a close collaboration with the Articulation Office to ensure articulation of history courses with lower division major preparation courses required at UC, CSU and selected California private and out-of-state institutions.

The History Department may propose to convert American Studies 7: History of American Popular Culture into a history course or perhaps cross list the course as a history course.

3. **How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

The History Department had the following numbers for degrees and transfers:

2014/2015: 7 degrees; 5 transfers
2015/2016: 2 degrees; 1 transfer
2016/2017: 32 degrees; 25 transfers
2017/2018: 47 degrees/38 transfers

We also had for Ethnic Studies the following:

2014/2015: no Ethnic Studies degree offered
2015/2016: 1 degree; 1 transfer
2016/2017: 1 degree; 0 transfers
2017/2018: 2 degrees; 2 transfers

The rise in degrees and transfers is likely associated with a greater department and institutional focus on having students declare majors. We will continue to work on boosting our degree and transfer numbers through outreach, programming, counseling, and our teaching and mentoring. Through this kind of work, we will try to have 5% growth during the next program review cycle.

4. **Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

None.

F) Enumerate any related recommendations.

1. The History Department will continue to ask for F/T positions, especially for faculty with expertise in World and U.S. history.

2. We will also work on creating a standalone Ethnic Studies and Social Justice program.

SECTION 4
Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

* Please see Appendix A for the History Department's Course, Program and Institutional Learning Outcomes Alignment Grid.

B) **Provide a timeline for your course and program level SLO assessments.**

*Please see Appendix B for the History Department's course and program level SLO assessment timeline.

C) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

The History Department currently has assessed 100% of its course and program SLO statements.

D) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

It is the History Department's consensus to have one course level SLO for each of the courses offered in the curriculum and one program level SLO. The rationale behind having one course level SLO is that it encompasses the areas of competency that students should acquire after taking any history course offered at El Camino College. These competencies are holistically integrated into the overarching outcome of the historian's craft and are representative of history as a discipline. All assessments administered in our history courses measure the competencies consistently in a comprehensive fashion, though there have been some irregularities is SLO data reporting that will seek to correct by designing a more effective, discipline-specific, SLO template.

Both our course level and program level SLO assess for the following:

1. Thesis: Thesis fully, clearly and accurately explains the central argument and is presented early in the written assignment.

2. Organization and Argumentation: Introduction explains the pertinent historical context and states the thesis. Paragraphs are organized in a logical way that supports the thesis, either chronologically or topically. Each paragraph fully discusses one main idea (stated in the topic sentence) that helps argue the thesis.

3. Historical Content: All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.

4. Sources and Evidence: The student makes effective and accurate use of appropriate and well-selected (when applicable) primary and/or secondary sources in order to prove the thesis and central arguments.

The data generated over the past four years indicate that students were weakest in their organization/argumentation and thesis. Students' use of historical content, and sources and evidence improved over the past four years.

Please see the averages listed in the below chart (based on random sampling of six representative courses).

PLO Assessment Rubric

Thesis	**0 1 2 3 4**	**4 = Excellent**
Organization & Argumentation	**0 1 2 3 4**	**3 = Good**
Historical Content	**0 1 2 3 4**	**2 = Satisfactory**
Sources and Evidence	**0 1 2 3 4**	**1 = Less than Satisfactory**
		0 = Fail

PLO Assessment Results

Thesis	**2.9 Average**
Organization/Argumentation	2.8 **Average**
Historical Content	**3.2 Average**
Sources and Evidence	**3.0 Average**

These findings have moved the History Department to explore and implement interventions that are realistic and sustainable. Some of these interventions include but are not limited to introducing student to threshold concepts, infusing discipline related skill sets into course content, working more closely with the Reading and Writing Center, infusing technology into content delivery, developing more collaborative learning assignments, administering practice in-class paragraph writing and implementing concept maps. All these interventions, in their own way, reinforce the cognitive and discipline related skill sets to facilitate student learning within the discipline of history.

The History Department has reached the Accrediting Commission for Community and Junior Colleges' rubric for the Characteristics of Institutional Effectiveness in Student Learning Outcomes, level four: sustainable continuous quality improvement.

1. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
2. Dialogue about student learning is ongoing, pervasive and robust.
3. Evaluation of student learning outcomes processes.
4. Evaluation and fine---tuning of organizational structures to support student learning is ongoing.
5. Student learning improvement is a visible priority in all practices and structures across the college.
6. Learning outcomes are specifically linked to program reviews.

To better understand student learning outcomes within a departmental and institutional context, the History Department examined data provided by the following resources:

1. El Camino College Institutional Research and Planning

2. California Community College Student Success Scorecard

3. History Department Student Survey

The History Department's conclusion was that student learning outcomes can only provide some details about our student's needs, particularly when dealing with the cognitive domain. However, to produce a more holistic understanding of what truly fuels student success and retention in history courses additional information needs to be consulted.

The History Department has regularly discussed SLO data and interventions at Department Meetings. At our next Department Meeting on October 10, 2019, we will review department student learning outcome data, revisit the SLO rubric, and discuss approaches to better standardize data collection through Nuventive (TracDat). We are also developing materials for new incoming tenure track faculty and adjunct faculty outlining the history of the department's SLOs and how to assess course level SLOs.

E) Enumerate any related recommendations.

1. Coordinate with the Reading Success Center to develop interventions that will specifically meet the reading needs of students enrolled in history courses.
2. Link high enrollment courses with low student completion rates with Human Development 10: Strategies for Creating Success in College and in Life. It is a UC and CSU transferable course. This intervention will require consultation and coordination with the dean Dr. Chris Gold, the Human Development Department, and scheduling.

3. Develop a more user-friendly template to standardize faculty entry of SLO data in Nuventive (TracDat). More standardized, numerical data inputs will better facilitate periodic analysis and the development of meaningful interventions.

Provide more systematic outreach to adjunct and full-time faculty, particularly the importance of designing course assessments with SLO assessment in mind.

SECTION 5
Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

We have included the IRP report on our student survey in Appendix E.

A) Describe the results of the student survey in each of the following areas:

1. **Student Support**
   Students said that reading, note taking, writing essays with thesis statements, and time management skills were the most important skills. All of our classes help students develop these skills. We also encourage students to use resources on campus to assist them with these skills, especially the Reading and Writing Centers.

2. **Curriculum**

Our curriculum offerings align well with student interests. Our U.S. History and Ethnic Studies courses had strong levels of interest. Our California (30% of students) and Los Angeles (36% of students) and Women in America courses (37% of students) had strong interest, though we do not offer many sections of these courses. There was also strong interest in a History of Social Movements course (30% of students) and good interest in a Labor History course (15% of students), two courses we do not offer currently but will add for our proposed Ethnic Studies and Social Justice major. There is still student interest for World history courses, though it is tough to build more interest without full time instructors who regularly teach courses on Asia, Africa, the Middle East, and Europe and Latin America.

The survey also confirmed what we often hear from our students when it comes to online courses. Students prefer face to face classes over online classes. Another insight from the student survey was that students had interest in 8 week hybrid courses, something we do not offer very often.

3. **Facilities, Equipment, and technology**
   No concerns here.

4. **Program Objectives**
   Our program objectives align with the kinds of academic skills students felt were needed in our classes.

B) Discuss the implications of the survey results for the program.

1) Our course offerings on the whole align with student interests and academic needs. To meet student interests better, and by extension student passion for learning, we will adjust our program by creating an Ethnic Studies and Social Justice program, request World History and U.S. instructors (F/T and P/T), add Social Movements and Labor History courses, and possibly expand the Los Angeles and California and Women in America history sections.

2) For our SLOs/PLOs, we will continue to focus on the academic skills and content in our classes to best serve our students. Our emphasis on critical thinking, analysis of complex problems, and reading and writing help students not only in the subject of history but also in becoming strong learners across the disciplines and better citizens.

C) Discuss the results of other relevant surveys.

No other formal surveys done. But in our department discussions of our classes and students, the survey results align with many of our goals and objectives.

D) Enumerate any related recommendations.

1. We will request a F/T world history position as well as a F/T U.S. history position. Once those are filled, we will request a second U.S. history position. Together, this would help El Camino College meet its contractual obligation to have 75% of its courses taught by full time faculty.

2. We will create a Ethnic Studies and Social Justice major and propose two new courses: Social Movements and Labor history.

3. We want to add more hybrid courses.

SECTION 6
Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.

Supported by funds from Measure E, the Behavioral and Social Science Building was renovated and modernized in the Fall 2011. It was upgraded to ADA compliance. Classroom computers are showing their age.

Planning for our new building is complete. Completion of new building scheduled for 2022. It will be compliant with existing codes and regulations.

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Aside from maintenance, no modifications appear to be needed to the current Behavioral and Social Sciences building.

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Aside from maintenance, no modifications appear to be needed to the current Behavioral and Social Sciences building. We will not know about the new building until we are in it.

D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).

1. Classroom computers need to be tested regularly to ensure they are in working order. USB ports are most common issue after failure to connect to server.

SECTION 7
Technology and Software

A) Describe and assess the adequacy and currency of the technology and software used by the program.

All Behavioral and Socials Sciences building classrooms have state-of-the-art technology systems in the form of a presentation station housing a desk computer, digital document camera, video player, laptop connection, audio amplifier, media switcher, and lavaliere microphone. All visual systems are connected to a wide screen format multimedia projector. Utelogy AV Control System has been adopted to manage the classroom presentation system.

Classroom computers are aging with some experiencing failures such as USB ports. ECC email limits are insufficient for our work in and out of the classroom.

All full-time faculty have a college issued computer. Refresh cycle is unknown. Most faculty today have infused multimedia into their content delivery to facilitate diverse learning styles. Having up to date computers is critical to doing our work. The History Department cannot provide a cost estimate for computer replacement since the college purchases this item in bulk.

B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Have IT test classroom computers on a regular cycle to ensure all computers (and their ports) are fully working.

Refresh full-time faculty laptops on a five-year cycle. Provide faculty with a choice between Windows and Mac laptops.

Increase ECC email capacity, both in terms of storage and in terms of being able to send large files.

C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Same as response to B.

D) Enumerate specific recommendations based on the information provided above, as well as any related recommendations (e.g., creating and budgeting for a cycle for ongoing maintenance, repair, and replacement).

1. Replace faculty issued computers with newer models on a regular cycle. Give faculty a choice between Windows and Mac. Ensure classroom computers work.
2. Expand storage and email capacity for ECC email accounts.

SECTION 8
Staffing

A) Describe the program's current staffing, including faculty, administration, and classified staff.

El Camino College's History Department currently (2019/20) houses **eight full-time faculty members and 15 adjunct faculty members**.

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The History Department needs to fill the full-time faculty positions lost to retirements and a promotion in order to continue serving the demand for history courses and needs of ECC's students. We will request United States history and World history positions in the short term. We currently only have one full-time world historian. Demand for U.S. history courses and Ethnic Studies courses is very strong and growing as seen in the data. In the long term, we will request another U.S. historian. This hire would help move the college towards the 75% F/T faculty requirement in ed code.

C) Enumerate specific recommendations based on the information provided above, as well as any related recommendations.

1. In the short term, the History Department needs to hire two new full-time faculty positions (one with World and one with United States expertise. Total estimated cost: $200,000.
2. In the long term, the History Department needs to hire a new full-time faculty position in United States history. Total estimated cost: $100,000. This hire would help move the college towards the 75% F/T faculty requirement in Ed code.

SECTION 9
Direction and Vision

A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Within the field of history, new research and content come out regularly. As with most disciplines, changes in interpretations and knowledge happen slowly and gradually over time and become incorporated in the textbooks and available research (paper and digital) at a similar pace. In the department, faculty stay abreast of these changes and update their readings and classroom materials and assignments regularly. We have also contributed to the field and related disciplines through our own research and creative works.

For a couple of decades, a liberal arts education has been attacked by elites who claim such an education is impractical (compared to vocational or direct professional programs), take too long (so it is a waste of time and resources), and politically charged (center to left leaning in content). Unstated, these elites attack the liberal arts because students learn how to create and how to read, think, and write critically and effectively. History has historically been a vital part of a liberal arts education.

Within this reality, one possible change is the streamlining of the liberal arts (general education requirements in community college terms) and thus a reduction in the need for liberal arts and by extension history classes. The California State University Chancellor, for example, issued Executive Order 1100 dated August 23, 2017 and called for a significant streamlining of its General Education program. Such a streamlining could impact what students take or don't take at community colleges, including El Camino, and could limit their knowledge of the complex world in which we live.

Another possible change is student behavior as a result of the public attacks on a liberal arts education and traditional liberal arts degrees, such as history. At four-year institutions, disciplines in the social sciences and humanities, history included, have experienced a drop in majors in the period from 2007 to 2017. Interestingly, at the community colleges disciplines in the social sciences and humanities have recently experienced an increase in interest and majors. To see this in charts, see Appendix E and the article in insidehighered.com:

https://www.insidehighered.com/news/2017/06/05/analysis-finds-significant-drop-humanities-majors-gains-liberal-arts-degrees

For historians and others who are committed to the idea that a liberal arts education has value in society, for the workforce and citizenry alike, we must do what we can to champion the benefits of a liberal arts education. For this reason, the history department will continue to offer courses, programming, and research and creative work that highlights the value of a well-rounded education.

B) Explain the direction and vision of the program and how you plan to achieve it.

The vision of El Camino College's History Department is to prepare both history majors and non-majors to be successful in their academic, career, and personal objectives. From transferring to a four-year institution and job preparation to being productive global citizens, we want to assist every one of students in achieving their goals in and out of the classroom.

In addition, the History Department continues to seek new ways in generating more student interest in the study of history through diverse course offerings. These course offerings in turn provide learning

opportunities and skills for our students and inspire the necessary sensitivity and awareness to better understand the communities we live in, the communities that surround us, and the changing world at large. The History Department ultimately strives to develop students who are well rounded academically and are best prepared for being global citizens and contributing to our communities and world. Along with this, we are fully committed, and have taken intentional, deliberate action, to ensure all students in our classrooms have what they need to succeed. Our focus on equity through SER will continue to inform our hiring, mentoring, and teaching.

The History Department will achieve its vision in the following ways:

1. Continue to work on and through SER, which combines data analysis, theory and practice in addressing equity gaps in the classroom. This includes SER trainings (workshops and online) and ensuring faculty stay current in best classroom practices.
2. We are fully aware of the importance of hiring the right faculty, F/T and P/T, who are equity minded. As a department, we will through the interview process ensure we hire faculty who are committed to equity and student success and retention.
3. Continue to develop curriculum that is robust not only in the academic rigor, but also with regards to the diversity and multi-cultural options offered to serve the academic interests of our student population.

Recommendations based on Future Direction & Vision

1. Continue the development of Ethnic Studies and Social Justice and Women's Studies programs to further enhance the History Department's diverse course offerings.
2. Hire and mentor more faculty who are equity minded and committed to a rich, diverse history curriculum.

C) Enumerate specific recommendations based on the information provided above, as well as any related recommendations.

1. Create a standalone Ethnic Studies and Social Justice major.
2. Hire two faculty (U.S. and World) in the short term and another U.S. historian in the long term. This would help El Camino College meet its contractual obligation to have 75% of its courses taught by full time faculty.

SECTION 10
Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	2 Full Time Faculty, with World History and U.S. specialization	$200,000	

2.	Full Time Faculty, with U.S. History specialization	$100,000	
3.	Faculty computer upgrades (Mac and Windows)	?	
4.	Increase ECC email capacity (not the google option)	0	
5.			

B) Explain why the list is prioritized in this way.

Recommendation 1: **The History Department needs to hire a new full-time faculty position in United States and World history due to a faculty retirement and promotion. Total estimated cost: $200,000.**

Recommendation 2: **The History Department needs to hire a new full-time faculty position in United States history due to faculty retirement. Total estimated cost: $100,000. This would help El Camino College meet its contractual obligation to have 75% of its courses taught by full time faculty.**

Recommendation 3: Upgrade faculty computers, including giving faculty a choice between Windows and Mac computers.

Recommendation 4: Increase ECC email capacity and file size limits.

Appendix A
ALIGNMENT GRIDS

Behavioral and Social Sciences
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: History	**Date:** 8.30.19	**Submitted by:** Orion Teal Ext.3763

Core Competencies	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy
Program Rating	**4**	**4**	**4**	2	2	2

Program Level SLO (PLO)	**Institutional SLOs to PLO Alignment** (Rate 1-4)					
	I	II	III	IV	V	VI
PLO #1. Major Themes: Upon completion of their course of study in the History Department, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns and applies appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	4	4	4	2	2	2

Course Level SLOs	**Course to Program SLO Alignment** (Mark with an X)	**Institutional SLOs to Courses Alignment** (Rate 1-4)					
	PLO 1	I	II	III	IV	V	VI
History 101: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States History to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 102 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 105 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Women and American History from the Colonial Era to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 106 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Women and American History from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2

Course Level SLOs (Continued)	Course to Program SLO Alignment (Mark with an X)	Institutional SLOs to Courses Alignment (Rate 1-4)					
	PLO 1	I	II	III	IV	V	VI
History 110 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of The African American in the United States to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history to 1877and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis	X	4	4	4	2	2	2
History 111 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of The African American in the United States from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis	X	4	4	4	2	2	2
History 112 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of the Chicano in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 114 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of the Asian American in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian American history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 122 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States Social History: Cultural Pluralism in America, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 128 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of California, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in California history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 129 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Los Angeles, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Los Angeles history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2

Course Level SLOs (Continued)	Course to Program SLO Alignment (Mark with an X)	Institutional SLOs to Courses Alignment (Rate 1-4)					
	PLO 1	I	II	III	IV	V	VI
History 140 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 141 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 141 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 152 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Latin America through Independence, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Latin America through independence and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
History 154 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Mexico, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
American Studies 7 SLO #1 Original Arguments In a written assignment, oral presentation or creative work, students will apply interdisciplinary methodologies to develop an original arguments about American popular culture, and students will use those methods to prove the validity of their interpretation.	X	4	4	4	2	2	2
Ethnic Studies 1 SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Ethnic Studies 1: Introduction to Ethnic Studies, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Ethnic Studies 1 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	4	4	4	2	2	2
Ethnic Studies 3 SLO #1 Concepts of Race and Ethnicity Upon completion of Ethnic Studies 3, students will be able to reveal, in a written or oral assignment, an understanding of important concepts of race and ethnicity and will successfully apply theoretical frameworks of race relations to assess past and/or present issues in American society.	X	4	4	4	2	2	2

Appendix B
SLO/PLO TIMELINES

SLO and PLO Assessment Timeline **Division:** Behavioral and Social Sciences **Program:** History **Program Review Date:** 2019		
Semester and Year	**SLO to be Assessed**	**PLO to be Assessed**
Spring 2018	1. HIST 140: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. HIST 143: SLO #1 Developing and Arguing a Persuasive Historical Thesis 3. HIST 152: SLO #1 Developing and Arguing a Persuasive Historical Thesis	
Fall 2018	1. HIST 112: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. HIST 122: SLO #1 Developing and Arguing a Persuasive Historical Thesis	
Spring 2019	1. HIST 101: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. HIST 106: SLO #1 Developing and Arguing a Persuasive Historical Thesis 3. HIST 128: SLO #1 Developing and Arguing a Persuasive Historical Thesis 4. HIST 154: SLO #1 Developing and Arguing a Persuasive Historical Thesis	
Fall 2019	1. HIST 108: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. HIST 129: SLO #1 Developing and Arguing a Persuasive Historical Thesis	
Spring 2020	1. HIST 102: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. HIST 105: SLO #1 Developing and Arguing a Persuasive Historical Thesis 3. HIST 110: SLO #1 Developing and Arguing a Persuasive Historical Thesis	
Fall 2020	1. HIST 141: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. HIST 114: SLO #1 Developing and Arguing a Persuasive Historical Thesis	
Spring 2021	1. HIST 111: SLO #1 Developing and Arguing a Persuasive Historical Thesis 2. ESTU 1: SLO #1 Analyze Ethnic Minority Interactions in American Society	**PLO #1**
Fall 2021	1. ESTU 1: SLO #1 Concepts of Race and Ethnicity 2. ASTU 7: SLO #1 Original Arguments	

Appendix C
6-YEAR CURRICULUM COURSE REVIEW TIMELINE
History, Ethnic Studies and American Studies included

Six-Year Course Review Cycle Worksheet

Division: Behavioral and Social Science	Department: History	DCC Faculty: John Baranski	Date: 8/27/19	Semester/Year of next Program Review: 2019-2020
Total # of Courses: 19				

Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
		FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21
HIST-101	2018-2019							X					
HIST-101H	2018-2019							X					
HIST-102	2018-2019							X					
HIST-102H	2018-2019							X					
HIST-105	2016-2017			X									
HIST-106	2017-2018					X							
HIST-108	2016-2017			X									
HIST-110	2018-2019							X					
HIST-111	2018-2019							X					
HIST-112	2015-2016	X											
HIST-114	2016-2017			X									
HIST-122	2013-2014									X			
HIST-122H	2017-2018									X			
HIST-128	2018-2019						X						
HIST-129	2018-2019								X				
HIST-140	2018-2019								X				
HIST-141	2018-2019								X				
HIST-152	2018-2019							X					
HIST-154	2015-2016	X											

X- completed X-faculty X-Ready for DCC X-CCC X- upcoming X-approved need official

Six-Year Course Review Cycle Worksheet

Division: Behavioral and Social Sci	Department: American Studies	Faculty: John Baranski	Date: 8/27/2019	Semester/year of next Program Review: 2019-
Total # of Courses: 1				

Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
		FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21
ASTU-7	2013-2014								X				

X- completed X-faculty X-Ready for DCC X-CCC X- upcoming X-approved need official

Division: Behavioral and Social Sci	Department: Ethnic Studies	DCC Faculty: X. Herrera	Date:8/27/2019	Semester/year of next Program
Total # of Courses: 3				

Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
		FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21
ESTU-1	2011-2012							X					
ESTU-3	2018-2019								X				
ESTU-5	2018-2019								X				

X- completed X-faculty X-Ready for DCC X-CCC X- upcoming X-approved need official

APPENDIX D
CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

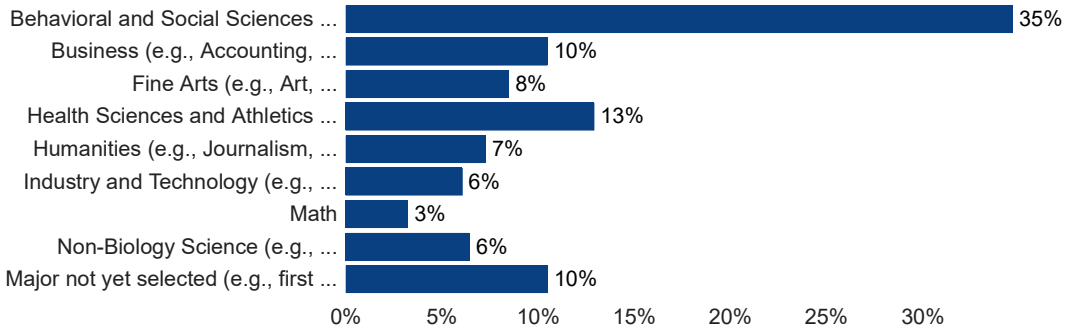
CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

N/A for history program.

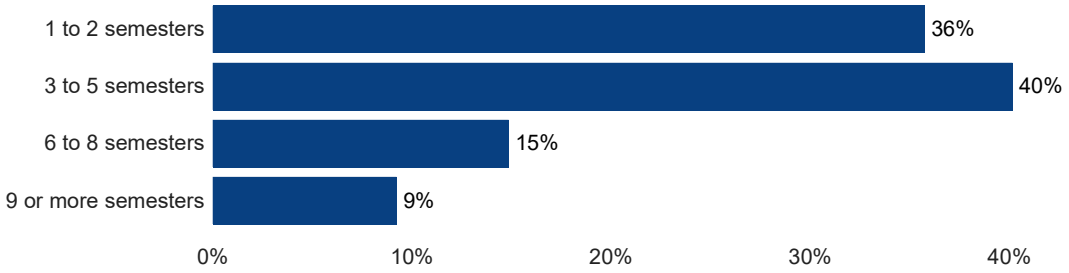
APPENDIX E
STUDENT SURVEY RESULTS

History Student Survey - Spring 2019 (n=254)

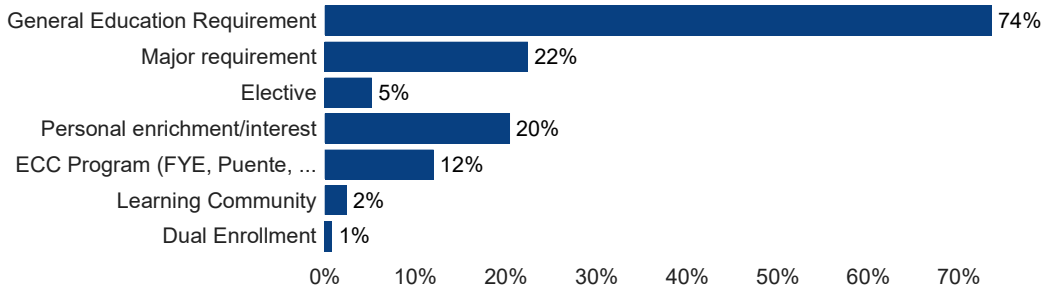
1. Please indicate the area of your declared major.



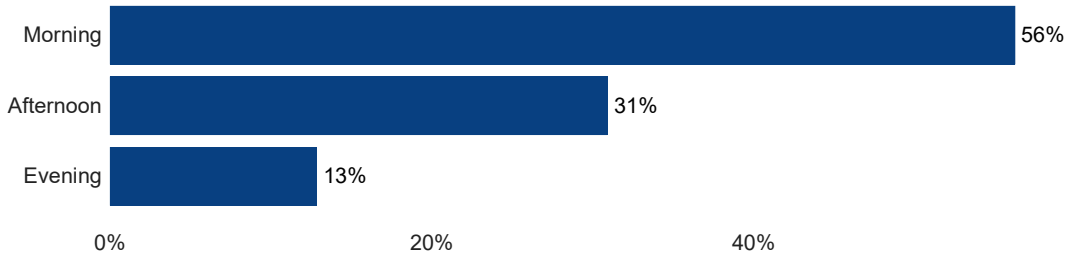
2. How many college semesters have you already completed?



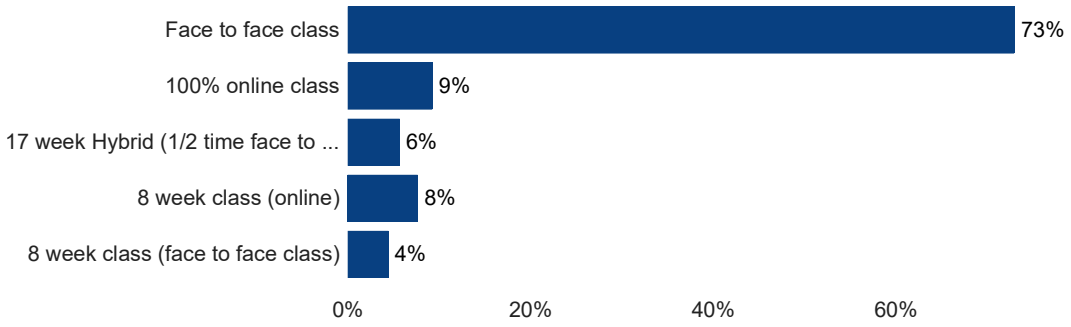
3. Why did you enroll in a History course this semester? (Mark all that apply)



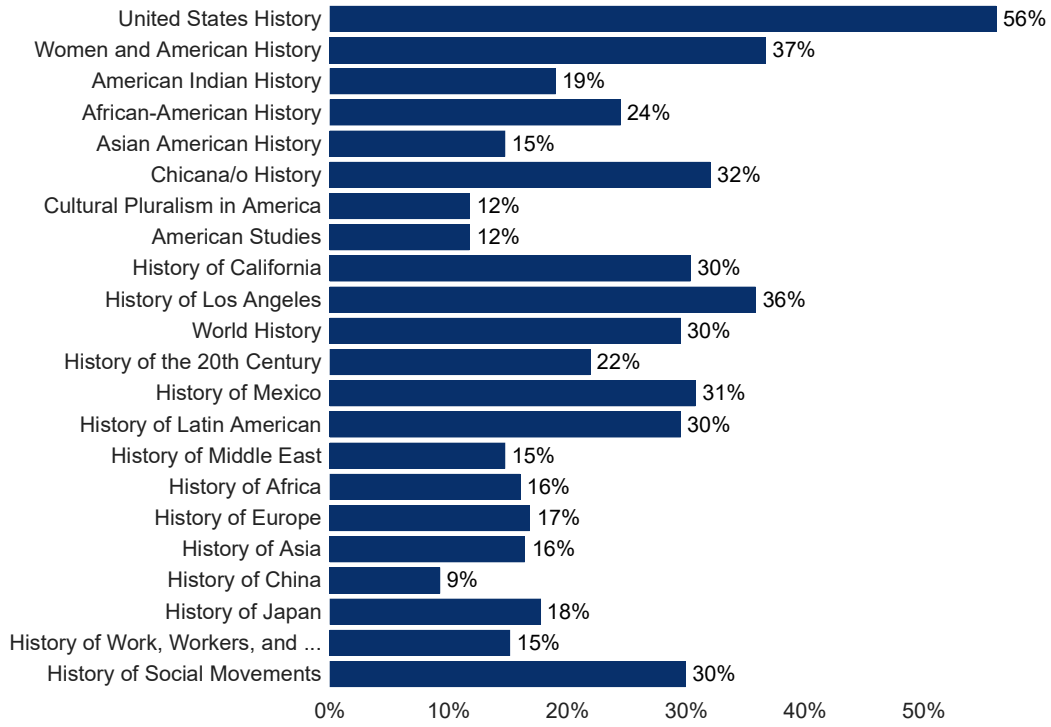
4. What is your preferred time of day for attending a History class? (Mark all that apply)



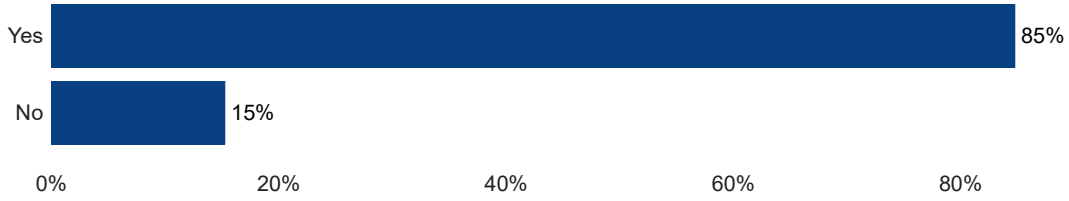
5. What type of class instruction do you prefer?



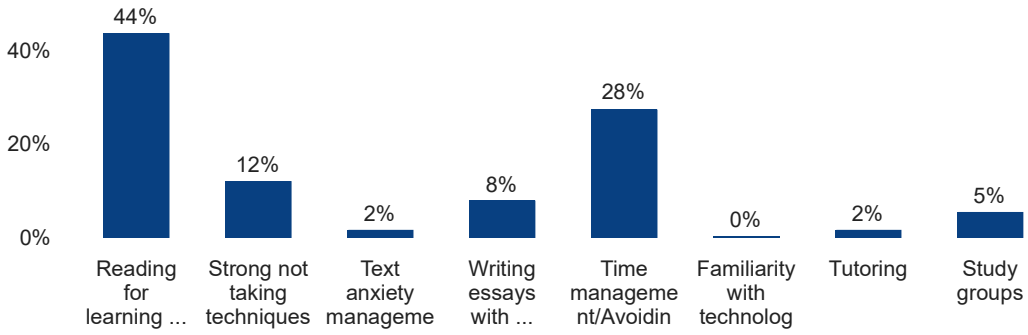
6. What fields of History (including the course you are currently enrolled in) would you be interested in learning more about? (Mark all that apply)



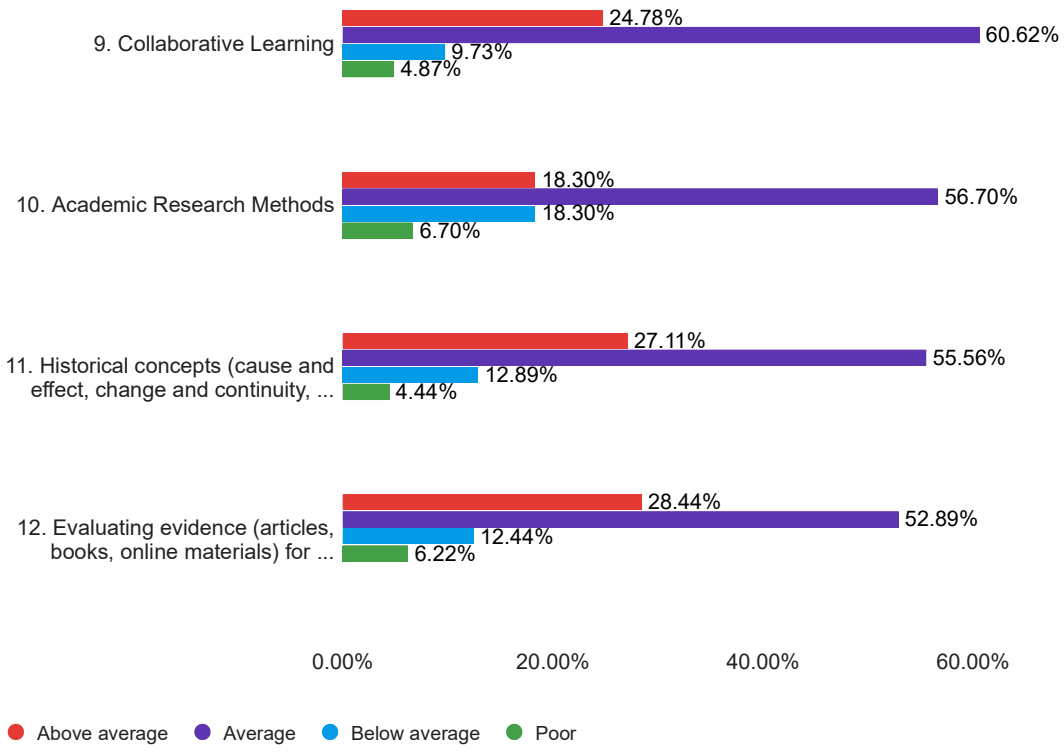
7. Have you completed English 1A?



8. What are the skills and support services you believe are most important for success in a history course? (Mark all that apply)

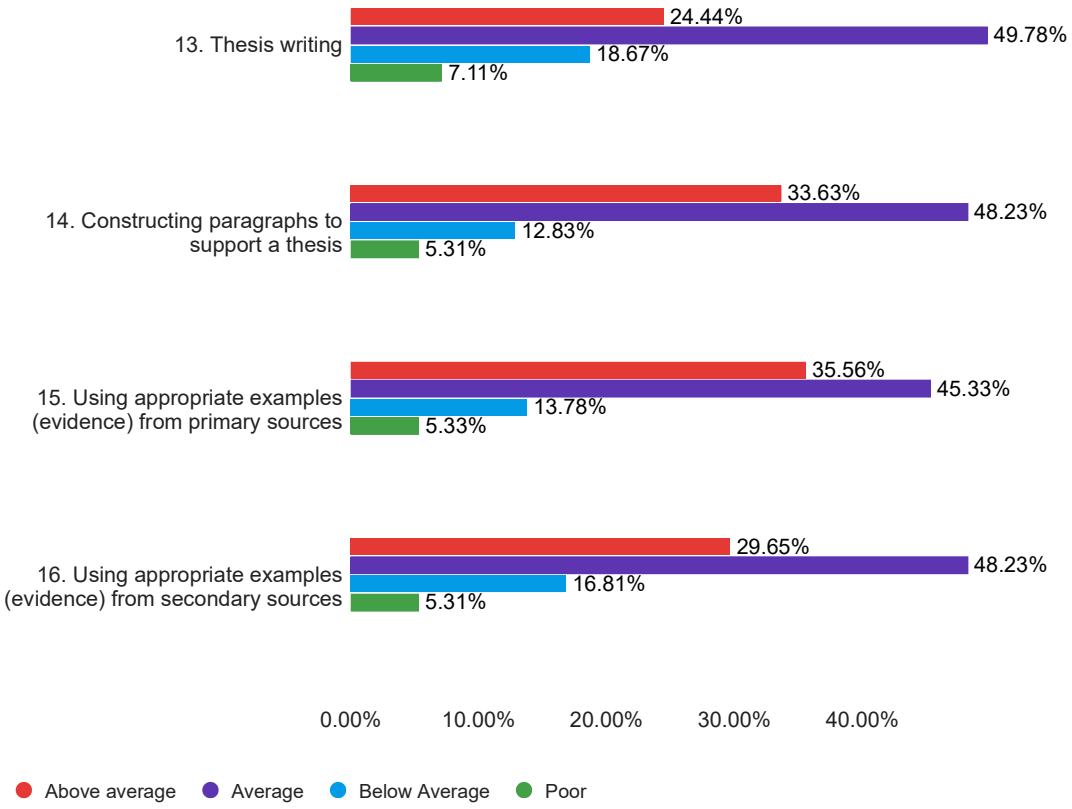


How effectively were you prepared in high school in the following?



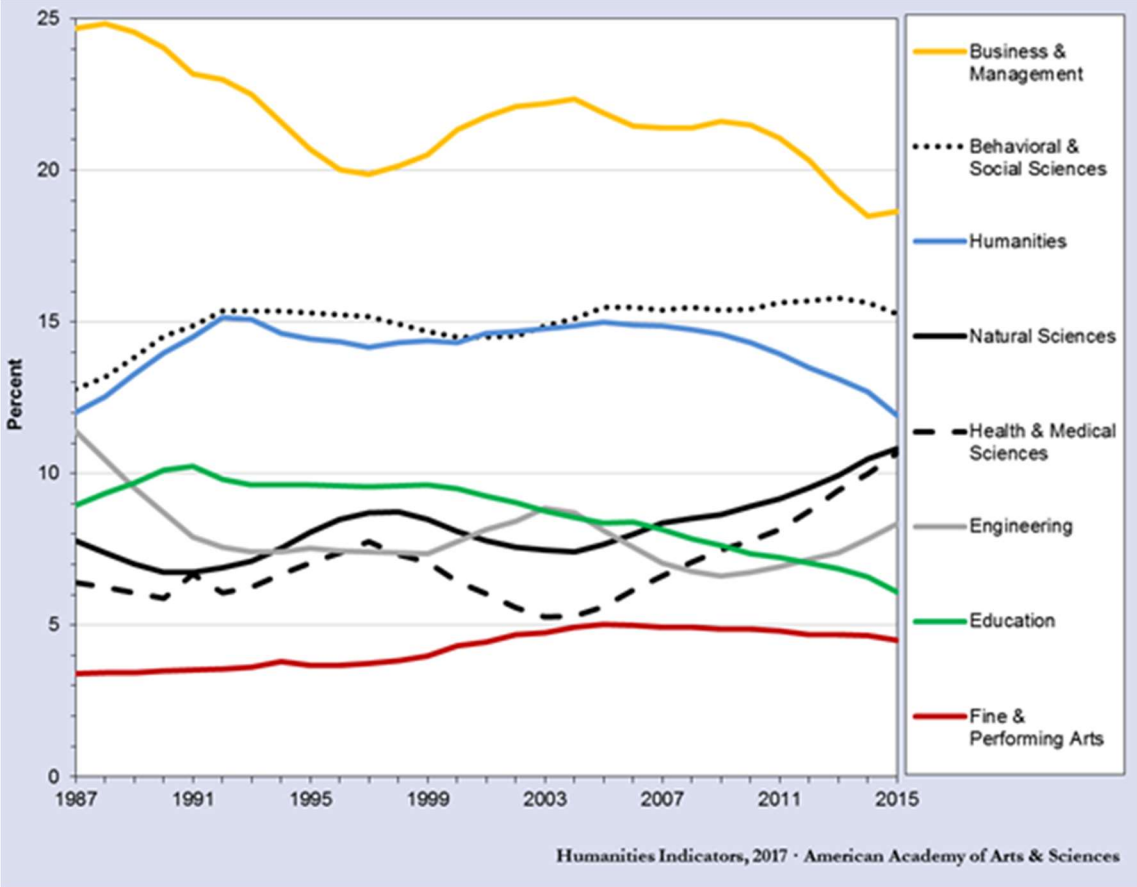
History Student Survey - Spring 2019 (n=254)

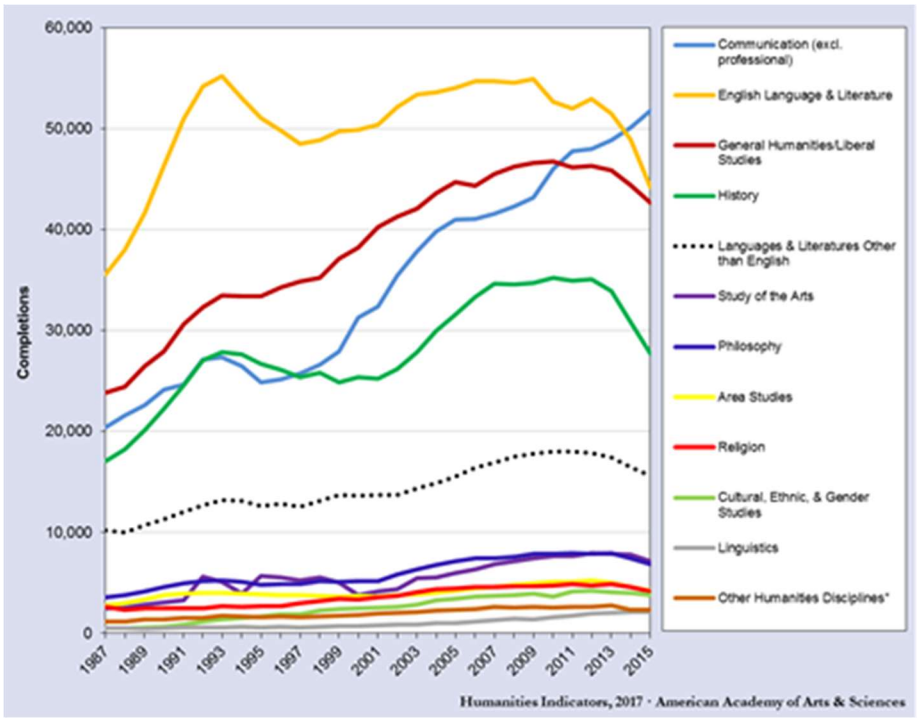
How effectively were you prepared in your high school history classes for the following types of skills:



APPENDIX F
TRENDS IN LIBERAL CHARTS

https://www.insidehighered.com/news/2017/06/05/analysis-finds-significant-drop-humanities-majors-gains-liberal-arts-degrees

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Completions
1987
1989
1991
1993
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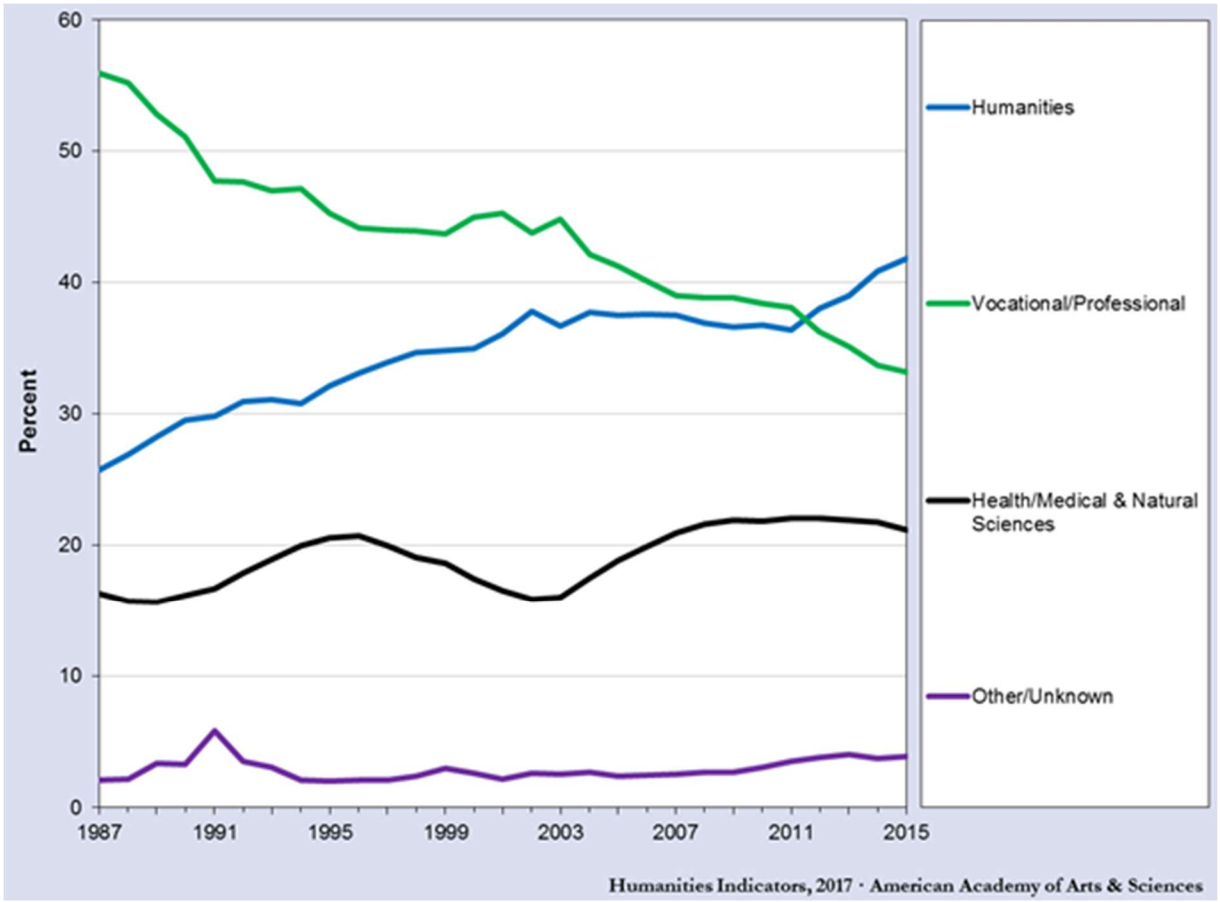
2007
2009
2011
2013
2015
Communication (excl. professional)
English Language & Literature
General Humanities/Liberal Studies
History
Languages & Literatures Other than English
Study of the Arts
Philosophy
Area Studies
Religion
Cultural, Ethnic, & Gender Studies
Linguistics
Other Humanities Disciplines*
Humanities Indicators, 2017 · American Academy of Arts & Sciences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50
40
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10
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Percent
1987
1991
1995
1999
2003
2007
2011
2015
Humanities
Vocational/Professional
Health/Medical & Natural Sciences
Other/Unknown
Humanities Indicators, 2017 · American Academy of Arts & Sciences